Uintah School District Weekly Lesson Plans Unit 2

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 2 Grade 2 Week 1-October 10th-14th | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RL.2.9:**Compare and contrast two or more versions of the same story by different authors or from different cultures.  **RL.2.2:**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  **RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.**  **W.2.2:**Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | **Word Families**: -ue, -ui, (Theme 4)  **Comprehension Strategies**: Determine Importance  Review Ask Questions  Comprehension Bridge; 3,4  **Grammar:** Review Sentence Types WRG p. 7  Common Nouns WRG p. 8  **Writing:**  Main Idea and Details  Prewriting  Writing Bridge: 7,8  WRG p. 36 Main Idea and Detail Organizers |

STUDENT NEEDS ADDRESSED:

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| Student Objectives | **Terminology** |
| - Create a list of collective nouns (e.g., herd, flock) related to life in the West.  -Read tall tales and learn the distinct characteristics of this type of tale.  - (ALL WEEKS) Read informational texts to answer the questions “who, what, where, when, why, and how.” | Biography, characters, collective nouns, compare, contrast,  Expression, fantasy, fluency, point of view, real, tall tale,  Venn diagram |

HOW INSTRUCTION WILL BE DELIVERED

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|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday | Tall Tale Books/John Henry or Babe Big Blue Ox |  |  |  | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ | Write one thing that may be real and one thing that may be fantasy |
| Tuesday |  |  |  |  | ↓  Center Work |  |  |
| Wednesday | Cowgirl Kate and Cocoa by Erica Silverman\* Will need 10 copies  Or Readers Theater |  |  |  | ↓ |  | Determine if real or fantasy-use white board to support their conclusion/pair and share/reader theatre |
| Thursday |  |  |  | Collective Nouns | ↓ |  | Create list of collective nouns |
| Friday |  |  |  |  | ↓ |  |  |

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 2 Grade 2 Week-2 October 17th -21st | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RL.2.9:**Compare and contrast two or more versions of the same story by different authors or from different cultures.  **RL.2.2:**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  **RI.2.6:**Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  **W.2.2:**Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | **Word Families**: or, -orn, -art ( (Theme 4)  **Comprehension Strategies**: Determine Importance  Comprehension Bridge: 3,4  **Grammar:** Review Sentence Types WRG p. 7  Common Nouns WRG p. 8  **Writing:** Drafting  Main Idea/Details  Writing Bridge: 7,8  **Science Standard**: Standard 3 Objective 1  (Falling Objects, gravity) Earth Science  **Social Studies Standard:** |

STUDENT NEEDS ADDRESSED:

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| Student Objectives  -Read about life in the west from multiple perspectives. | **Terminology**  Biography, characters, collective nouns, compare, contrast,  Expression, fantasy, fluency, point of view, real, tall tale,  Venn diagram |
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HOW INSTRUCTION WILL BE DELIVERED

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|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday | Children of the Wild West by Russell Freedman\* |  | Cowboys on A Ranch  (Rigby G) |  | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ |  |
| Tuesday | The Dalton Gang by Carl Green\* |  | Bundle of Sticks  (Rigby K) |  | ↓  Center Work | See art links |  |
| Wednesday | Sitting Bull by Robert Alarcon\* |  | Rodeo Under the Sea(Rigby I) |  | ↓ |  | Write about the person you find most interesting from the wild west days, use internet research. Make sure to answer who, what, where, when, why, and how, go through whole writing process |
| Thursday |  |  | Making Butter(Rigby G) |  | ↓ |  |  |
| Friday |  |  |  |  | ↓ |  |  |

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 2 Grade 2 Week-3 October 24th-28th | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RL.2.9:**Compare and contrast two or more versions of the same story by different authors or from different cultures.  **RL.2.2:**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  **RI.2.6:**Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  **W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.** | **Word Families**: -ir, -urn (Theme 5)  **Comprehension Strategies**: Infer  Review Determine Importance  Comprehension Bridge: 4,5  **Grammar:** Proper Nouns: People and Places WRG p.9/Proper Nouns: Days, Months, Holidays WRG p. 10  **Writing:** Revising  Problem/Solution  Writing Bridge:9,10  WRG p. 37 Problem and solution organizer  **Social Studies Standards:**  **Standard 1 Objective 2**  **Recognize and describe the contributions of different cultural groups in Utah and the nation.**  a. Identify various cultural groups within the state and the nation.  b. Describe contributions of cultural groups to our state and nation.  c. Explain ways American Indians and immigrants have shaped both Utah’s and America’s culture (e.g., names of places, food, customs, celebrations).  d. Compare and contrast elements of two or more cultures within the state and nation (e.g., language, food, clothing, shelter, traditions, and celebrations). |

STUDENT NEEDS ADDRESSED:

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| Student Objectives  -Research a real person from the 1800s. | **Terminology**  Biography, characters, collective nouns, compare, contrast,  Expression, fantasy, fluency, point of view, real, tall tale,  Venn diagram |
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HOW INSTRUCTION WILL BE DELIVERED

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|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday | Bill Picket Rodeo Ridin’ Cowboy by Andrea Davis Pinkney\* |  |  |  | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ | Use poster board with what, who, where, when, why, and how, have students use sticky notes to answer questions, also can use white boards, or scrap paper |
| Tuesday |  |  |  |  | ↓  Center Work |  |  |
| Wednesday |  |  |  |  | ↓ |  |  |
| Thursday | Compare Curtis/Caitlin Pictures/How does Curtis environment inform |  |  |  | ↓ |  |  |
| Friday |  |  |  |  | ↓ |  |  |

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 2Grade 2 Week-4 October 31st- November 4th | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RL.2.9:**Compare and contrast two or more versions of the same story by different authors or from different cultures.  **RL.2.2:**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  **RI.2.6:**Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  **W.2.2:**Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | **Word Families**: -air, ear, -eer (Theme 5)  **Comprehension Strategies**: Infer  Review Determine Importance  Comprehension Bridge: 4,5  **Grammar:** Proper Nouns: People and Places WRG p.9/Proper Nouns: Days, Months, Holidays WRG p. 10  **Writing**-Editing-Writing process  Problem/Solution  Writing Bridge: 9,10  WHB p. 12-13 |

STUDENT NEEDS ADDRESSED:

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| Student Objectives | **Terminology** |
| -Research a real person from the 1800s. | Biography, characters, collective nouns, compare, contrast,  Expression, fantasy, fluency, point of view, real, tall tale,  Venn diagram |

HOW INSTRUCTION WILL BE DELIVERED

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday | Cinderella |  |  |  | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ |  |
| Tuesday |  |  | Princess and the Peas(rigby I) |  | ↓  Center Work |  |  |
| Wednesday | The Rough Face Girl |  |  | Two ways in which stories are the same/two ways they are different | ↓ |  | Compare and contrast Cinderella/and Native American Version |
| Thursday |  |  |  |  | ↓ |  | Compare two pictures by Catlin or Curtis/think of research questions/compile information |
| Friday |  |  |  |  | ↓ |  |  |

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 2 Grade 2 Week-5 November 7th-11th | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RL.2.9:**Compare and contrast two or more versions of the same story by different authors or from different cultures.  **RL.2.2:**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  **RI.2.6:**Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  **W.2.2:**Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | **Word Families**: -ore, -are, -ire (Theme 6)  **Comprehension Strategies**: Use Fix-Up Strategies  Review Infer  Comprehension Bridges: 5,6  **Grammar**-Proper Nouns: Titles WRG p. 11  Review Common vs. Proper Nouns WRG p. 12  **Writing**-Publishing  WRG p. 38 Main Idea and Details Organizer  Writing Bridges:11, 12  WHB: 11, 12-14  **Science Standards:** |

STUDENT NEEDS ADDRESSED:

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| --- | --- |
| Student Objectives  -Research a real person from the 1800s. | **Terminology**  Biography, characters, collective nouns, compare, contrast,  Expression, fantasy, fluency, point of view, real, tall tale,  Venn diagram |
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HOW INSTRUCTION WILL BE DELIVERED

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|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday | The Three Little Pigs |  |  |  | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ |  |
| Tuesday |  |  |  |  | ↓  Center Work |  |  |
| Wednesday | Alternate version of The Three Little Pigs |  |  | Two ways they are the same/two ways they are different | ↓ |  | Compare/contrast two different versions of Three Little Pigs |
| Thursday |  |  |  |  | ↓ |  |  |
| Friday |  |  |  |  | ↓ |  |  |

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 2 Grade 2 Week-6 November 14th-22nd | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RL.2.9: Compare and contrast two or more versions of the same story by different authors or from different cultures.**  **RL.2.2:**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  **RI.2.6:**Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  **W.2.2:**Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | **Word Families**: -oom, -ew (Theme 6)  **Comprehension Strategies**: Use Fix-Up Strategies  Review Infer  **Grammar**-Review weeks 1-5  **Writing**- review full writing process  Compare and contrast  WRG p. 43  Writing Bridge: 21, 22  **Social Studies Standards:**  **Standard 1 Objective 1**  **Examine and identify cultural differences within the community.**  a. Explain the various cultural heritages within their community.  b. Explain ways people respect and pass on their traditions and customs.  c. Give examples of how families in the community borrow customs or traditions from other cultures. |

STUDENT NEEDS ADDRESSED:

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| Student Objectives | **Terminology** |
| - Compare and contrast an original fairy tale with one that has been rewritten in a western setting. | Biography, characters, collective nouns, compare, contrast,  Expression, fantasy, fluency, point of view, real, tall tale,  Venn diagram |

HOW INSTRUCTION WILL BE DELIVERED

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|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday | Yippee Yay A Book about Cowboys and Cowgirls |  |  |  | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ | Talk about authors purpose and why they wrote the book, what did they want to explain/know/learn  Write questions the author was trying to answer/work in partners |
| Tuesday |  |  |  |  | ↓  Center Work |  |  |
| Wednesday |  |  |  |  | ↓ | Look at George Caitlin Paintings/what can we learn from them/why important to history | Visual One Pager-Draw your own Caitlin scene-write one or two sentences below picture |
| Thursday |  |  |  |  | ↓Guest Speaker:  Dr. Allen |  |  |
| Friday |  |  |  |  | ↓ |  |  |